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REVIEWS OF BOOKS

GENERAL BOOKS AND BOOKS OF ANCIENT HISTORY

Teaching of History in Elementary and Secondary Schools. By HENRY JOHNSON, Professor of History, Teachers College, Columbia University. (New York: The Macmillan Company. 1915. Pp. xxix, 497.)

THIS work is the most important contribution to the voluminous literature of historical pedagogy which has appeared since the publication of Professor H. E. Bourne's *The Teaching of History and Civics* in 1902. A comparison of the two books shows a remarkable development in the intervening thirteen years. A few points of contrast between the two may be noted in order to show this advance. No invidious criticism of the earlier work is intended; for it is agreed that Professor Bourne's book was for years the best book on the subject, and his friends know that Professor Bourne could give a much better treatment of the subject to-day. Both works agree in devoting a chapter or a large part of a chapter to the meaning of history, to historical method, to aims and values, to the history of history-teaching in Germany, France, and the United States, to collateral reading, and to the use of original material. These chapters make up about one-third of Bourne's work and about two-fifths of Johnson's. The remainder of Bourne's book is devoted to a discussion of school programmes and to a running comment upon the course of study (290 pp.), both in history and civics, in the high schools and the grades; and there is one chapter (21 pp.) on Methods of Teaching History. The remainder of Johnson's work contains chapters upon the following topics: the Problem of Grading History, the Biographical Approach to History, the Study of Social Groups, Making the Past Real, the Use of Models and Pictures, the Use of Maps, Text-Books in History, the Use of Text-Books, the Correlation of History with Other Subjects, the History Examination. There is thus a marked contrast in the actual material covered in over one-half of the two works. In 1902 we were still passing through the trials of making curricula and syllabi, following upon the report of the Committee of Seven; in 1915, although the content of curriculum and of syllabus has not yet been determined—and let us hope it never will be permanently established—yet our main endeavor is to aid the teacher in the practical class-room management of any period of history. The thirteen years of history-teaching have seen a transfer of emphasis from the content of the course to the character of instruction given to the class; and the most casual inspection of the two works shows how great has been the progress in this direction.

Although Professor Johnson's book may thus be taken as a product of the new attitude toward history-teaching, his treatment of every topic is fresh, interesting, original, and in some respects unique. There is a complete absence of pedagogical cant—Herbart is mentioned but twice and then only in historical connections. There are no carping criticisms of poor methods, only abundant teaching by example of good methods. We have here a true scholar, a good teacher, and a sincere friend who is willing to place the results of his wide scholarship and his very extensive teaching experience at the command of all his fellow history-teachers.

The critical chapters—those dealing with the meaning of history, with the materials of history, with the aims and values of history-teaching, and with the grading of history—are models of clear, logical thinking expressed in simple but concrete language. The distinction between the *aims* and the *values* of history-teaching is particularly pertinent:

Worthy aims are easy to formulate and the logic of their realization is easy to establish. Worthy results are, therefore, easily accepted as foregone conclusions. In this way any subject can be proved valuable. History alone can be proved almost equal to the task of regenerating the world. The problem unfortunately is not so simple. Worthy aims may or may not be followed by worthy results (p. 55).

And again in discussing the need for historical accuracy even in elementary history work:

For most subjects . . . what is taught as truth in the schoolroom should be found true also in the world beyond the schoolroom. History is one of the exceptions. Historical truth, if taken seriously, suggests historical science, and the road to historical science is, for many educators, barred at the outset by the culture-epoch theory or some other theory (p. 58).

This is delicious; and then follows—if we “should undertake to teach beginners primitive arithmetic, or primitive geography, or primitive spelling, the plan would at once be pronounced absurd. Why it should be less absurd for history is not altogether clear” (p. 59).

In the historical chapters Professor Johnson gives much new material upon the development of history-teaching drawn from a wide reading of the sources from the Middle Ages down to the present, and strengthened by personal acquaintance not only with curricula, but also with class-room instruction in England, France, Austria, and Germany. Detailed study of history instruction in these countries is supplemented by references to courses of study in Sweden, Belgium, Russia, Italy, and Spain. It is fair to state that the chapter on history instruction in Europe is the most comprehensive study of the subject which has appeared in any language. Yet in spite of the abundant materials at the command of the author, the chapter is not unduly expanded at the expense of the more practical topics.

But it is in the chapters dealing with practical methods that one feels the power of an excellent teacher. There is here a pervading faith in the history-teacher and a deep knowledge of children gained from actual contact with elementary and high school classes. No method is advocated which is not illustrated with concrete examples gathered from actual class-room lessons. The use of maps, pictures, collateral reading, text-books, and examinations are all treated in the same fresh, concrete manner. The teacher has well exemplified his precepts in the book he has given us.

Lack of space forbids a description of the five valuable bibliographical and pedagogical appendixes, but these are of a character proportioned to the rest of the volume.

ALBERT E. MCKINLEY.

The Antiquity of Man. By ARTHUR KEITH, M.D., LL.D., F.R.S., Hunterian Professor, Royal College of Surgeons of England. (Philadelphia: J. B. Lippincott Company. 1915. Pp. xx, 519, 189 illustrations.)

ON account of the war, this work did not appear until one year after the proofs were corrected. In it the problem of man's antiquity is approached from the viewpoint of the anatomist. The author was already known to American readers by virtue of a little volume entitled: *Ancient Types of Man*, that appeared some four years ago in *Harper's Library of Living Thought* series. In the meantime however much has happened, the most important event being the discovery of an ancient type of man at Piltdown, Sussex.

Dr. Keith's initial chapter deals with the neolithic race, that built certain megalithic monuments of Kent. This race is long-headed and short of stature, not very different from a modern group of English people of the industrial class. The most pronounced differences are to be seen in the teeth and the lower limbs. This type characterizes the later neolithic period in England. It is a variant of the earliest neolithic race in England, represented by the Trent or Muskham skull and called by Huxley the "river-bed type". This type is also found in Spain, France, Switzerland, North Germany, and Scandinavia; likewise in Egypt of the Sixth Dynasty, which is contemporaneous with the neolithic of England.

According to the author, the early neolithic period corresponds to the period of the submerged forests. At that time the estuary of the Thames was far out in the North Sea just west of the Dogger Bank. Since then there has been a filling of the valley due to submergence. At Tilbury below London in 1883, the early neolithic valley bottom was met with at a depth of thirty-two feet below the level of the marsh. Some three feet deeper a human skeleton was found. It is supposed to represent the people of the submerged-forest era, and to have been deposited there anywhere from seven to twelve thousand years ago. The Tilbury skull is also of the river-bed type.